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AUTHOR	Weinstein, Rhona S.
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ABSTRACT

This book examines the expectancy effect (or self-fulfilling prophecy) on student achievement. One of its main purposes is to take a broader look at for whom, where, when, and how expectancy effects take place and what consequences they have for children in school. Chapter 1 presents a case study of educational expectancy of a learning-disabled student. Chapter 2 provides a historical overview of research about how expectations can become self-fulfilling prophecies and how prevailing paradigms greatly limit understanding. Chapter 3 discusses what is known about negative expectancy effects during an era of increasing diversity in the student population. Chapter 4 relates experiences of elementary school children and how their teachers perceive them. Chapter 5 highlights differences among classrooms in the culture of expectations communicated to students. Chapters 6 and 7 discuss the risks for children of negative expectancy processes, both for the long and short term. Chapter 8 examines the transformation of an achievement culture within a high school. Chapter 9 looks at the ideal in an elementary school where positive expectations are fully aligned. Chapter 10 looks at the expectancy effect in the university setting. The book's conclusion speaks to the implications for research and intervention. (Contains 24 pages of references.) (WFA)

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